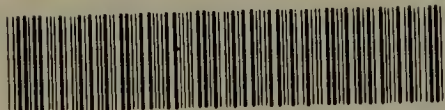


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February 15, 1994

Piedad F. Robertson
Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

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EXECUTIVE OFFICE
OF EDUCATION
University of Massachusetts
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Dear Secretary Robertson:

I am pleased to submit the Charter School Application on behalf of the Boston University Charter School, Incorporated. This application is submitted in conjunction with Boston University and will allow the Boston University Charter School to benefit from the support of the University. I believe the plan outlined in this application closely adheres to the goals envisioned when the legislation enabling Charter Schools was enacted.

This proposal presents an innovative approach to address the education of students whose true needs have been largely ignored by our educational and social support systems. Lacking the benefit of a family or home structure, many of these talented students become alienated from education, drop out from school and remain unprepared for employment. The Boston University Charter School offers these students, for whom the Commonwealth is accountable, an option in education that will be more relevant and comprehensive that can be accommodated by traditional approaches.

After reviewing this application, I hope that you will agree that this plan is a unique program that achieves many of the goals envisioned in establishing charter schools: educational options for students; innovative programs and learning methods; accountability for educational outcomes; entrepreneurship among teachers and school administrators; and new approaches to school structure and management. The Boston University Charter School can depend upon the University to provide the continuing support described in this application. I am looking forward to your approval of this application and the opening of this school in September 1995.

Sincerely yours,

W. Norman Johnson
Rear Admiral, USN (ret.)
President, Boston University Charter School, Inc.
Vice President and Dean of Students, Boston University



First in Peace, 775 Commonwealth Avenue, Suite 324, Boston, Massachusetts 02215

PHONE: 617/353-4126 FAX: 617/353-4225



Office of the President

Boston University
147 Bay State Road
Boston, Massachusetts 02215

February 15, 1994

Piedad F. Robertson
Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place
Room 1401
Boston, Massachusetts 02108

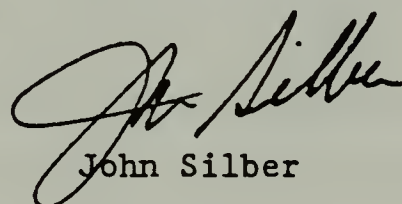
Dear Secretary Robertson:

I am pleased to support the Charter School Application of the Boston University Charter School, Incorporated. This proposal was developed by Rear Admiral W. Norman Johnson, Vice President and Dean of Students at Boston University and President of Boston University Charter School, Incorporated. Although this newly formed corporation is independent of Boston University, the collective talent, experience, and expertise of the Boston University community will be brought to bear on the design and operation of the proposed school. Thus this application is being submitted by Boston University Charter School, Incorporated in conjunction with Boston University.

The charter school that Admiral Johnson envisions will serve students who demonstrate substantial potential but whose families are unable to provide the support and discipline necessary for that potential to be realized. These students will graduate from the charter school prepared to continue their education or to enter the workforce and prepared, too, to become responsible adult members of society.

I hope that Admiral Johnson's proposal will receive favorable consideration and I look forward to the establishment of the innovative school he has envisaged.

Yours sincerely,



John Silber

JS:rs

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

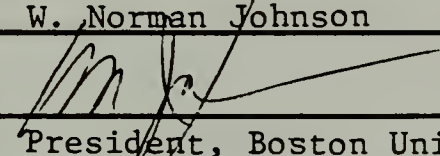
Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

Boston University Charter Schools, Incorporated

Name of organization/group filing for charter school status

Contact Person Name:	W. Norman Johnson	
Signature:		Date: 2 /15 /1994
Title:	President, Boston University Charter Schools, Inc. Vice President and Dean of Students, Boston University	
Address:	775 Commonwealth Avenue	
City:	Boston	
State:	Massachusetts	
Zip:	02215	
Telephone:	617/353-4126	
Fax:	617/353-4225	

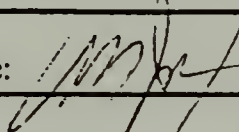
Commonwealth of Massachusetts


Executive Office of Education

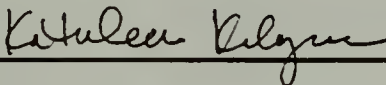
Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: W. Norman Johnson	Signature: 	Date: 2/15/94
Address: 325 Goddard Avenue	City: Brookline	State: MA
		Zip: 02135
		Tel: 617/738-4556

Name: David P. Mansfield	Signature: 	Date: 2/15/94
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Name: Kathleen Kilgore	Signature: 	Date: 2/15/94
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Name: Scott Flannery	Signature: 	Date: February 15, 1994
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Name:	Signature:	Date:
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If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

942-23

The Boston University Charter School

Charter School Application for Fall 1995 (Part I and II)

Submitted:

February 15, 1994

Preface

Throughout its history, Boston University has been a major resource to the City of Boston, Metropolitan Boston, and the Commonwealth of Massachusetts. Local individuals, organizations, and businesses benefit from the wide variety of programs and services offered by University faculty, staff, and students. Boston University is proud of its commitment to the community -- a commitment to making a difference.

Boston University's role in the community has been exemplified by the wide range of services provided to educational institutions, including partnerships, field placement of students, early childhood and secondary school programs, and activities for teachers and administrators. A number of community service activities have also been provided in the non-profit and health care sectors.

One such program, started in September 1992, is First in Peace. This initiative addresses the need to provide alternative education and care options for young people without homes or families by calling upon former military leaders and veterans to serve as mentors and educators, and by calling for the innovative reuse of military facilities to create a nurturing environment for these youth. The University demonstrated the viability of this concept during the July and August, 1992 at Fort Devens.

The legislation enabling Charter Schools offers an opportunity to expand the approach promoted by the First in Peace Program. To achieve this, Boston University has set up a separate, affiliated non-profit corporation, The Boston University Charter School, Incorporated. As an applicant for a charter, the founders believe there are important benefits to be realized by bringing the intellectual and organizational resources of a major research University to address the educational and social needs of the young people to be served by the school. These include:

- support of the school's faculty by the faculty of the University in developing innovative programs, services, and teaching approaches;
- the opportunity for collaborative efforts between the Charter Schools and other existing community programs affiliated with the University;
- the participation and support of Boston University students in the programs and activities of the Charter School; and
- organizational and administrative support.

Boston University is committed to the entrepreneurial nature of this venture. While the support of the University will be available to the Charter School faculty and administration, the school will be governed as an separate entity, accountable to its own Board of Trustees.

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Boston University Charter School Application

Part I

1. Mission

The Boston University Charter School, a program for boys and girls in grades seven through twelve to operate at Fort Devens, offers a unique educational opportunity for those youth unsupported by a home or family structure. In association with the University's First in Peace program, the Boston University Charter School will take advantage of human and physical resources available from defense conversion to provide mentors, role models, and educators for young people. Boston University Charter School provides teaching and leadership opportunities for veterans and former defense industry workers who have a broad range of specific skills, while providing quality education and support services for a population of youth who have potential for academic and employment success. The young people to be served by this program are at decision-making stage. Will they become contributors to society? The mission of this school is to ensure they do.

2. School Objectives

A. Broad Academic Goals

The Boston University Charter School is committed to ensuring academic success that would enable students to choose an educational path which includes a college education. However, this program will be set up to allow the student to prepare for college or for employment. It is recognized that post-secondary education is an important goal, but may not be the best option for every student. To this end, the Boston University Charter School will also ensure that all students are prepared to enter the work force upon graduation. For those with the motivation to pursue a college education, the Boston University Charter School will provide an appropriate curriculum and level of rigor to ensure that graduates score at or above the national average on the SAT.

Students completing the program will receive a high-school diploma. They will have sufficient vocational preparation to allow them to enter the work force within several months of their graduation. Particular attention will be given to preparation for employment within Massachusetts growth industries

such as biomedical technology, software in communications and financial services. The Boston University Charter School will set up partnerships for the purpose of finding suitable employment opportunities for its graduates.

B. Non-academic Student Performance Goals

In addition to pursuing these academic objectives, the Boston University Charter School has numerous non-academic goals. Through both formal and informal activities, citizenship and responsibility to the community will be stressed. Students will be expected to be knowledgeable about current issues and to participate in a community service activity throughout the academic year. Particular attention will be given to wellness and health promotion, violence reduction and the development of conflict resolution skills. Boston University Charter School students will also be expected to be effective self-advocates. They will learn how to gather information about employment and educational opportunities. They will learn how to be active participants in the political process and to make their views known to those with power and resources. Students will also participate in training that will develop knowledge and skills in finance, time management, and self-discipline.

C. The "Culture" of the Boston University Charter School

The Boston University Charter School will develop a community environment within the school where concern and respect for others is the expectation. It will be an environment in which innovation, challenged thinking, disciplined inquiry, and team work will be promoted. The school will be a shared enterprise among students, teachers, and staff. It will be an environment that is grounded in the reality that the students attending this school need to have some very concrete skills to make a successful transition from academics to the world of work. It will be clear to the students that hard work and commitment are necessary to acquire such skills. The environment will be a community in which every member is expected to do their part. While the Boston University Charter School and First in Peace program will be independent, they are nevertheless part of a larger community, that of Fort Devens. During the lifetime of this charter, the community surrounding the Boston University Charter School will be going through profound changes. Students will witness first-hand the evolution of a new community and have the opportunity to be active participants in its development.

The community culture and the academic and non-academic objectives

are all directed towards the development of a positive self-image and a strong sense of self-esteem. By fostering this within a group of youth very likely to have poor self esteem, the Boston University Charter School will have more attentive students focused on their accomplishments rather than any weaknesses.

The Boston University Charter School will not be a "boot camp." While community building elements of the military experience will be present, the type of disciplined activity that will be achieved will be attained by encouraging internal motivation, with as little external direction as possible. This type of self-discipline will result from the establishment of high expectations and responsibility for self and towards the community. A nurturing climate of cooperation and tolerance will prevail which teaches conflict resolution, and where creativity, motivation, and persistence are respected. Among the goals of the Boston University Charter School is the support of self-esteem enabling young people to be successful in their pursuit of education and careers. It is the view of the founders, that a "boot camp" does not achieve these goals in a manner that persists after the student leaves that rigid environment.

3. Statement of Need

The public school system in Massachusetts is not effectively meeting the education needs of a large number of students and is not adequately preparing them to be competitive in the job market. Massachusetts has lost its competitive economic advantage for many industries as there are not enough skilled workers. In Massachusetts, economic conditions over recent years have put added economic burdens in the predominantly minority, inner-city areas of Boston, Worcester Lowell, Fitchburg, Chelsea, and small manufacturing centers. Although all inner-city residents suffer the ill effects of unemployment and crime, the most vulnerable are children without families. The loss of economic opportunity and hope for these youth is demonstrated by high drop-out rates and increasing violence. The socialization process that should result in youth caring for one another and respecting authority and community property has deteriorated. The situation is particularly acute for youth without a home or family.

- In July, 1992, a total of 12,311 children under 17 were living in "placement" (foster homes, relatives, community residences, institutions, or supervised living).
- Of these, the largest percent (38 percent) are from 12-17 years old, and are unlikely to be adopted or returned to their families of origin (Department of Social Services Annual Demographic Report on Consumer Populations, July, 1992).

- Despite implementation of the Family Preservation model (keeping children with their biological parents while providing social service support) by the Department of Social Services, "the proportion of children in placement, as a proportion of all children receiving services has slowly increased from 21 percent in 1984 to 29 percent in 1992" (Annual Demographic Report, July 1992).

Adolescents without families face a high risk either of becoming victims or victimizers in the drug and gang culture of the inner city, as violence reaches epidemic proportions.

- A 1992 study by the National Crime Analysis Project at Northeastern University found that, while the number of adults arrested for murder has declined, the number of youths under 18 charged with homicide has risen spectacularly, with the largest increase (217 percent) in the number of 15-year-old boys arrested.
- During 1991, 1,730 Massachusetts juveniles were arrested on charges of murder, assault, rape, or robbery, according to a 1993 study by the Center for the Study of Social Policy and the Annie E. Casey Foundation.
- Of 61 murders in Boston from January through July, 1993, 14 victims were 17 years or younger.

"As we do less for our children, as we provide them with less support, as we provide less investment in our children, we can expect a certain segment of them to become more problematical, and in extreme cases, violent," Glenn Pierce, of Northeastern University's Center for Applied Social Research commented (The Boston Globe, August 13, 1993).

Clearly, in Massachusetts there is a need to find: 1. innovative alternatives to the present foster care; and 2. educational placement options for inner-city youth. There is a need to develop education and care opportunities so they may become active participants in education and life skills training, and be exposed to culture and lifestyles that they can build upon to become productive citizens. For many of these at-risk youth, traditional approaches to education have been a failure. The establishment of a Charter School will provide a new type of educational opportunity. It would allow for innovative, hands-on learning to take place. It would allow a new type of teacher, former military leaders, veterans, and displaced defense industry employees, to work alongside traditional educators, with a shared commitment to ensuring the success of the school. It would allow high expectations to be set, yet would provide the flexibility to structure the education program to the strengths of the individual student. It would stress the value of building a community at the school and

local level, and the importance of active community service. Different teaching approaches, a new type of teacher, commitment to community, productive reuse of taxpayer assets, and flexibility: these add up to the "break the mold" school envisioned by the legislature in enabling Charter Schools in Massachusetts.

4. School Demographics

A. Location

The Boston University Charter School will be located at Fort Devens where the US Army is greatly reducing its presence by 1995, although current plans call for limited military operations to remain there indefinitely. Surrounding communities have been adversely effected. The impact includes higher unemployment, reduced population, lower property values, and contraction of services, including schools.

The base realignment leads to new opportunities. Base Reuse officials are developing a plan for the reuse of Fort Devens. These plans include: a new federal prison and efforts to attract industry to the area. An inter modal rail facility has already begun operations. Additionally, several other non-profit human service programs are seeking to establish a presence including a program for single homeless mothers and their children, the Robert Kennedy Action Corps, and the Job Corps.

The Boston University Charter School has not secured a facility. However, as Appendix A demonstrates, the Boston University Charter School initiative is working with the Fort Devens Reuse Center and Base Realignment and Closure planners to obtain suitable facilities. These officials have indicated that there are ample facilities at Fort Devens to support all activities of the Charter School including our residential component and that this would be an appropriate reuse of these facilities. The University has established a presence there as its First in Peace program successfully negotiated access to facilities to house, feed, and provide academic and social activities for five weeks during the summer of 1993 for a similar group of young people. A national service program for summer 1994 is being planned currently.

Boston University Charter School is determining if facilities can be acquired via a public benefit conveyance through the US Department of Education and/or through the US Department of Health and Human Services.

B. Site Selection Criteria

Fort Devens was selected as the site of the Boston University Charter School because:

- A military base is a safe community with very clear expectations of concern and respect for others.
- The military provided a model of success in addressing diversity and racial integration. This is reflected on a military base where individuals, men and women, of all races, ethnic backgrounds, creed and ages work cooperatively and productively toward shared objectives.
- The base has excellent facilities that will be used effectively by the Boston University Charter School.

Aside from available space for classrooms, libraries, athletic and other facilities to support the academic objectives, the infrastructure exists both in terms of facilities and community to support our non-academic objectives. For example, facilities for automotive repair, day care, public works (e.g., landscaping and road repair), plumbing, machining, welding and sheet metal fabrication, and carpentry will be available. The trade and shop facilities will be utilized by base and program personnel to teach youth a practical skill for which employment could be attained and to give students a broad range of practical everyday skills (e.g. changing a faucet washer, changing a tire, oiling and greasing a car, repairing a broken window or door).

Although the presence of the Army will be greatly reduced, Fort Devens will remain a viable military installation. As a consequence, a diversified community, along with a safe environment will be provided that will allow the students to pursue their goals free from the unwarranted and negative social, moral, and physical interferences that have been prevalent in many of their lives.

The redevelopment of the Fort Devens area also allows for students to observe and participate first-hand in the process of developing a new community from a pre-existing one. This will be achieved through community service projects in which the youth will be expected to participate or through internships and part-time jobs with organizations that are in place or who will establish operations at Fort Devens.

C. Characteristics of the Students

The primary target group of young people to be served by the Boston University Charter School will include those who are unsupported by a home or family structure, specifically homeless youth and wards of the state. This can

also include young people from dysfunctional families who could benefit from this program and those whose foster care placement is ineffective.

D. Enrollment

The Boston University Charter School will initiate operations with 150 students in grades 7 - 11 and will add grade 12 for the second year increasing the school population to 180 students. The Boston University Charter School anticipates enrolling 30 students in each grade.

5. Recruiting and Marketing Plan

The Boston University Charter School is seeking to recruit applicants with the academic, leadership, and motivational potential to succeed from among the population of at-risk young people unsupported by a family or home. These students are not likely to respond to typical approaches of recruitment. The recruitment effort for this program will require more innovative approaches that involve widespread support and assistance from state and local support agencies, such as the Massachusetts Departments of Social and Youth Services, YMCAs, YWCAs, Boys and Girls Clubs, local school boards throughout the Commonwealth, and many other social service agencies providing support to youth.

The specific marketing plan will include:

- establishing liaison relationships with DSS and DYS;
- The First in Peace residential program will apply as a Foster Care Provider and once approved, the program will be in a position to receive applicants from DSS;
- establishing contacts with other youth programs, such as the Boys and Girls Clubs, YMCA, YWCA, as well as a variety of human service organizations that focus on foster care and at-risk youth, including religious programs;
- presentations and literature dissemination to local school boards, school administrators, teacher organizations, and parent groups; and
- individual or small group meetings with students, parents, guardians, or other referring individuals.

The Boston University Charter School program will also work to develop opportunities to get the word out about the school through participation in conferences, forums, and media discussions that address the Charter Schools initiative.

6. Admissions Policy

A. Methods and Standards

Students will be required to submit an application to include personal background information, a written statement as to why they are seeking admission to the program and what they would hope to achieve by their participation, three letters of recommendation, which could be from teachers, guidance counselors, coaches, social workers, clergy or any other non-peer who has knowledge of the applicant, and a sample of the student's school work that clearly demonstrates that the student has academic or vocational potential. This work could be a work of art or writing, not directly related to their classroom, or it could be a project that was completed as a class assignment. Additionally, students will be asked to submit their report cards or otherwise provide access to their previous academic record. The Boston University Charter School is currently investigating the availability of any appropriate standardized testing that could be used. Individual interviews with members of the Boston University Charter School administration or teachers will be included.

Applications will be reviewed by a panel of the Boston University Charter School administration and teaching staff. The criteria for admission will be:

- candidate shows the potential to benefit from the unique educational approach of the Boston University Charter School. Factors to be considered would be recommendations, previous academic and disciplinary records, and a student "work" sample.
- the student demonstrates an interest in pursuing this type of educational program, a willingness to abide by the school's rules and regulations (including the expectation to participate in community service activities), and a commitment to put forth the effort to learn and gain experience.
- objective standards

B. Non-discrimination

The Boston University Charter School, as a part of Boston University, adopts the University's non-discrimination policy. This policy states:

Boston University prohibits discrimination against any individual on the basis of race, color, religion, sex, age, national origin, physical or mental handicap, marital, parental, or veteran status. This policy extends to all rights, privileges, programs, and activities, including admissions, financial assistance, employment, housing, athletics, and educational programs. Boston University

recognizes that nondiscrimination does not ensure that equal opportunity is a reality. Because of this, the University will continue to implement affirmative action initiatives, which promote equal opportunity for all students, applicants, and employees. Inquiries regarding the application of this policy should be addressed to the Director, Office of Equal Opportunity, 25 Buick Street, Boston, MA 02215, 617/353-4475.

In order to provide for an academic environment in which there is a commitment on the part of the students to learn and to contribute to the building of a school community, the University believes that students should meet the criteria described in the previous section. In the event that eligible applicants exceed the available seats, a lottery will be implemented as required by law.

7. Profile of Founding Coalition

A. Leadership and Management

Rear Admiral W. Norman Johnson, USN (ret.), Vice President and Dean of Students, Boston University. A career Naval officer, a native of Roxbury, and a decorated Vietnam combat veteran, Admiral Johnson played a key role in the racial integration of the Navy and in developing educational and technical training and support programs to promote equity and diversity in the armed services. As Vice President and Dean of Students at Boston University, Admiral Johnson has developed university-wide student academic, developmental, and social support services, recruitment and support programs for minority, female, and disabled students, and community outreach programs.

David Mansfield, Assistant Dean, Office of the Vice President and Dean of Students, Boston University. Mr. Mansfield has been at Boston University for thirteen years and has served as assistant dean for the past seven years. During his tenure as assistant dean, he has been responsible for several Student Affairs departments. He is also president of the Massachusetts Parents Association for the Deaf and Hard of Hearing, a 600 member, non-profit, volunteer organization committed to providing information, support, and advocacy on behalf of parents of deaf and hard of hearing children.

Scott Flannery: A former infantry Captain in the US Army, Mr. Flannery was selected to implement and manage the Boston University First in Peace Summer Demonstration Program, during July and August, 1993. A eleven-year veteran, since he left the army Mr. Flannery has held positions as a campus security director and a branch manager for a contract security company. He has strong organizational and management skills and is responsible for the management of the First in Peace youth programs.

B. Advisory Board

W. Norman Johnson, Chairman

Dr. David Blackmon, Assistant Dean and Director of Minority Affairs, and professor, Industrial Engineering, College of Engineering, Northeastern University; Director, Northeastern University Progress in Minority Engineering (NUPRIME).

Dr. Roselmina Indrisano, Professor and Chairman, Developmental Studies and Counseling, School of Education, Boston University

Dr. Dan Monti, Associate Professor of Sociology and Urban Studies, Boston University, member editorial boards of American Journal of Sociology, Journal of Urban Affairs, and Qualitative Sociology.

Dr. Wilma Peeble-Wilkins, Acting Dean, Boston University School of Social Work

Dr. Sylvia Q. Simmons, Executive Vice President, Client Services Division, American Student Assistance Corporation; adjunct faculty, School of Education, Boston University

James L. Sanders, Vice President, Operations, and Executive Director, YMCA of Greater Boston

Brad Snyder, Looney and Grossman, Attorneys at Law, Boston, MA

Russell Stokes, Executive Transitions Incorporated, Alexandria, Virginia, a firm that specialized in placing youth in jobs within major corporations

Dr. Hannelore Vanderschmidt, Director, Center for Education Development in Health, School of Public Health, Boston University.

8. Timetable

The Boston University Charter School could begin operations during August 1995. Although, the University could initiate a program like this on a smaller scale for the fall of 1994, our current timetable seeks to begin academic operations in the fall of 1995. A timetable of key milestones is listed below:

February 15

Deadline of program submission

March 15	Awarding of the Charter
March 16	Initiate student recruitment plan Initiate teacher recruitment plan Submit formal request for facilities at Fort Devens
January 1, 1995	Hire principal
January 15	Begin to accept applications Review of candidates applications (ongoing)
Spring 1995	Identification of facilities at Fort Devens
Summer 1995	Preparation of facilities Hiring of teaching, administrative, and other staff Acquisition of instructional materials
August 1995	Staff and faculty training programs
September 1995	Boston University Charter School Opens Student orientation Classes Begin

Part II

9. Evidence of Support

The First in Peace concept has been endorsed by a broad range of individuals: private citizens, government leaders, elected officials, veterans representatives, and educators. Appendix B includes some of the letters of support that have been received.

In addition, a distinguished and diverse group of individuals have agreed to volunteer their time, expertise, and support by serving on the Boston University Charter School Advisory Board.

10. Educational Program

A. Educational Program and Philosophy

The educational program of the Boston University Charter School is designed to prepare all students for successful transitions to employment and/or college. Learning is a lifelong process. We do not anticipate that all graduates will immediately enroll in post secondary education, as some may choose to continue their education in the work place. Rather, we expect Charter School graduates to move in and out of the formal educational system and the world of work throughout their lives and that they will be ready to begin upon their graduation.

Boston University Charter School graduates may change careers, but will retain the ability to learn and adapt that will lead to success in any career. For those who choose work, the Charter School staff will help in the job search process, and mentors will be assigned during the first year of work to provide ongoing support. Special help will be available for those graduates who show an aptitude for entrepreneurship; they will be helped in starting small businesses, especially in inner city areas. For example, in the past two years, about thirty small businesses began in the Codman Square area of Dorchester - many started by local youths. The establishment of new Enterprise Zones will create even more opportunities.

However, for those Boston University Charter School students who are interested in continuing their education, there will be more contact with the post secondary educational system than in most schools. Both juniors and seniors will have the opportunity to attend lectures and workshops at Boston University,

in order to become familiar with the university environment.

This proposal will discuss educational objectives in four areas: academic preparation, experiential learning, service learning, and personal and academic support. However, by design, it is beyond the scope of this application to provide a detailed curriculum. The applicants strongly believe that this task should be accomplished through a process that allows the entire educational community to contribute to its development. This shared task will lead to commitment and ownership of the product by the faculty, the staff and the community at large. The Boston University Charter School has a strong commitment to innovation and entrepreneurship; curriculum details will result from a collaborative effort.

The educational program at Boston University Charter School should be "authentic" and consequently grounded in relevancy to the students. The subject matter should be "important" to the students, providing them with the necessary basic academic competencies to be contributing employees, college students, and citizens in their roles after leaving Boston University Charter School. The curriculum to be developed should be innovative and entrepreneurial.

A.1. Academic Preparation

In order to meet the broad mission of the Boston University Charter School, students will develop competency in the basic literacy skills of reading, writing, speaking, and listening. Critical thinking, analytical, and decision making skills will be emphasized. A study skills component addressing reading strategies, time management, note taking, conducting research, and test preparation will be integrated into each course.

The humanities program will provide the students with sufficient English language skills to enable them to communicate orally and in writing in order to meet the demands of the "information age." For those students who do not speak English in the home, intensive ESL tutoring will be provided; in an increasingly multinational society, bilingualism is seen by the applicants as an extra advantage to the students, but all students must have excellent written and spoken English skills.

All Boston University Charter School graduates will be able to: write a cogent business letter; read and understand business reports and instruction manuals, and will be required to read a newspaper daily. Creative writing will be encouraged, and student work will be edited and published in newsletters,

magazines, and even books (Boston University Charter School students will have the opportunity to participate in a program sponsored by the Massachusetts Housing Finance Agency in collaboration with several Massachusetts colleges and universities, MHFA Youth-Rap at Work, that will develop desktop publishing and business management skills .) From time to time, students will be required to keep a journal, to familiarize themselves with the discipline of writing on a daily basis.

Because of the increasingly multi-ethnic nature of American society, and the global nature of the business world, all students will learn about the contributions of diverse racial and ethnic groups to the United States.

The Boston University Charter School curriculum will provide a consistent educational experience from grades 7 through 12. Students will graduate from Boston University Charter School with a strong foundation in the humanities, natural sciences, and mathematics. The humanities will focus on literature and language, writing, history, current affairs, and the arts.

The science curriculum will provide instruction in the traditional physical sciences of biology, chemistry, and physics. Additional subject areas may be available depending upon the knowledge and skills of the veterans and former defense workers. For example, if the program had an environment specialist, instruction and project work that integrates learning in other areas could be set up. A research question for upper level students could be to determine the environmental and social impact of an airport on the Fort Devens area. The mathematics curriculum will ensure competency in arithmetic, algebra and trigonometry, geometry, and statistics.

Each curriculum unit will be designed by the Charter School faculty, with significant student and community input, and with assistance of a Boston University faculty member who will be assigned to each subject area as a resource and advisor. Academic curriculum units will, whenever, possible, mesh seamlessly with experiential training and learning (see below). For example, in the experiential learning associated with the environmental studies project named above, some students might study airplane maintenance, others might learn map reading and basic meteorology, and, as a finale to the curriculum, students would fly in a private plane, taking a turn at the controls.

A.2. Experiential Learning and Training

Depending on the skills of veterans and former defense workers, students will learn marketable skills, such as construction and home repair, machining, automotive and truck mechanics, welding, business and biology lab skills.

A military base is a microcosm of society at large, with military personnel filling every job. The military trains workers for every skill in the civilian economy, from plumbing to social work. Depending on the skills available in each group of veterans and defense workers, students will learn many skills which were formerly acquired in the home or community - or not at all! Students will learn basic home repair (how to change a fuse, change a washer, clean gutters, do simple painting and carpentry). Students will learn basic automobile maintenance (tune-up, oil change, etc.).

Because of the small group, close relationship between veterans and students, hands-on learning will be possible in a way that schools typically cannot accommodate. Rather than twenty students watching a procedure, five will take turns doing one.

In addition to this informal, daily life-oriented training, more advanced curricula will be developed to train students for specific jobs in areas which have been identified as growth sectors of the economy. As an appendix, we include curriculum developed by Boston University School of Medicine for two training courses that lead directly to well paid employment: CityLab and BioMed. Both these courses could be incorporated into the Charter School curriculum. Similar courses will be developed, using this model.

A.3. Community Service learning

An essential component of the educational program is the students' participation in community service activities throughout their tenure in the Boston University Charter School. Such involvement reinforces and expands the school's effort to instill a sense of commitment to the community, and respect and compassion for others. The expectation is that the young person will contribute not only to local community of the school, but will participate in an activity that benefits the community beyond the school.

In addition to the practical experience a student may gain through volunteerism, there are many benefits that accrue directly to the student. These include: increased sense of responsibility, self-esteem, moral development, and commitment to the values of the greater community. The applicants believe that community service experience will carry over to the students' academic performance. By linking the needs of the community to the classroom, higher motivation, and increased problem solving, thinking, and interpersonal skills will result. The student gains a sense of achievement based on experience.

The nature, scope, and intensity of these activities will be developed in conjunction with teachers and mentors. Most service activity will have some academic relevancy to the student. Community service placements will be closely supervised for students in the 7th and 8th grades, but as a student progresses through high school levels, there will be greater autonomy and responsibility for the his/her own development and participation in community service projects.

A.4. Life Skills Learning

All Boston University Charter School students will participate in "life skills" curricula, to be adapted and/or developed by resources at Boston University such as: The Center for Educational Development in Health, The Howard Thurman Center, Marsh Chapel, The Center for Ethics and Character in the School of Education, the Wellness Center, and the Boston University Schools of Medicine and Public Health. From time to time, Boston University Charter School may also use other resources, such as the Judge Baker Children's Center in Boston, which developed and implemented training during FIRST IN PEACE Summer Demonstration at Fort Devens in 1993.

An example of life skills curriculum is the PEACE curriculum now being developed by staff of the Center for Educational Development in Health for use in the Boston public schools STARTSHARP program and FIRST IN PEACE Summer II. The goal of all life skills curricula is to promote healthy life styles by teaching responsible decision making, conflict resolution, and planning. Specific goals of life skills curricula are to reduce or eliminate the following risky behaviors in Boston University Charter School students: physical fights, carrying weapons, use of alcohol and other drugs, involvement in unwanted and/or unprotected sexual activity, and smoking.

As in the STARTSHARP program, Boston University Charter School students who are interested will be trained as peer health educators and sent to volunteer in inner city schools in ethnic-appropriate placements as a community service activity. For example, Boston University Charter School student volunteers could work with Boston Healthy Choice Coalition councils (there are currently 21 active councils in Boston) as peer educators.

As an extension of the Life Skills program, all graduates of Boston University Charter School will be followed for one year, both to evaluate the success of the program, and to provide mentoring and support in the crucial first year of work and/or post secondary education. During this first post-graduate year, Boston University Charter School students may, if they wish, return to Fort Devens and live in base housing to participate in weekend and summer activities, and to serve as mentors to younger students. This option promotes a

sense of loyalty and "family", especially for those students who do not have stable biological or foster families. Graduates of Boston University Charter School will be given preference in hiring for Boston University Charter School staff positions, and eventually, for faculty positions as well.

B. Teaching Methods

In keeping with the curricula described above, teaching methods will be extremely diverse. The small group/mentoring situation at Boston University Charter School will allow for an exciting mix of learning and teaching styles, and will also encourage tailoring the teaching style to individual students' learning styles in a way that is not normally possible in large classrooms - no matter how well designed.

Specifically, teaching methods will include, but will not be limited to:

- Traditional, classroom-based instruction with lecture format - especially in the junior and senior years. This is necessary in order to familiarize students with the conditions they will encounter at post secondary institutions.
- Student initiated, self-guided computer-based drills and other programs in computer labs. In contrast to other schools, computer labs will be open before and after classroom hours, and students will be encouraged to make use of the facilities at any reasonable time.
- Hands-on Workshops, in which students design and create original activities. For example, an Early Childhood Education training module will use curricula developed by the Boston University/Chelsea IBM Home Learning Centers Project. In these workshops, participants both learn the theoretical underpinnings of Early Childhood Education, and, at the same time, create learning activities for children using recycled materials. The Early Childhood Education training will relate to community service activities in child care centers.
- Traditional Physics, Chemistry, and Biology lab activities. These will mesh with the CityLab and BioMed programs, as well as with community service environmental activities i.e. learning to test for pollutants in air or water.
- Vocational (Shop) Instruction, with a ratio of not more than 5 students per mentor/instructor in skills such as welding, car repair, refrigeration plant maintenance, residential construction and repair. Again, these trainings

will mesh with appropriate community service activities whenever possible.

- Tutorials. For juniors and seniors, tutorials will be available, similar to independent study at the post secondary level. These will have a strong element of creativity, and may include: video production, poetry, creative writing, studio art, theater arts, and keeping a journal. Boston University resources will be utilized whenever possible.

C. School Calendar/Hours of Operation

The Boston University Charter School will operate 24 hours a day, every day of the year in order to accommodate the needs of those students for whom the First in Peace program is a foster care placement. In essence, the school takes on a community identity and becomes the central unifying factor in the lives of its students. While the community operates year round, the school calendar will reflect two components: a traditional school calendar with a September opening and a June closing, and a summer program. The first component will offer a greater emphasis on academic work, while the summer component will be more experientially focused. Because of other initiatives of the First in Peace program, significant opportunities for personal, social, academic, and vocational enrichment will be available during the summer months. As an example, a student may seek to become part of the Summer National Service program available to students aged 14-17 and to be offered at four sites throughout the country. The First in Peace program is applying to be a co-operator of the program for the Northeast United States, and if the successful applicant, then the program would operate out of Fort Devens as well and this could be a possible summer opportunity for some of the Boston University Charter School students. (This is not a new effort as a model demonstration of this concept was initiated by the University during July and August 1993. Please see Appendix C.)

11. Student Performance

A. Student Assessment Plan

Student performance will be assessed through an approach that combines the more traditional standardized testing practices with assessment based upon a portfolio of a student's work over a period of time. At the time of entry to the Boston University Charter School, each student and his previous teacher will be asked to submit samples of the student's previous work in different academic areas to provide a base from which to evaluate the student's subsequent academic progress. In addition to this, the student's previous teachers will be asked to provide the Boston University Charter School with an evaluation of the

student's academic status and the student will be asked to submit the results of any standardized testing. While standardized testing may provide some useful background and comparative information, for the purposes of student assessment for this program, its role is to be de-emphasized. Standardized testing may be an effective tool in some cases, but because it assumes the individual has the knowledge base for which the testing is being done, is of limited value in a program of this nature where it is very likely that most, if not all, participants will not have the breadth of knowledge expected by the test developers.

Portfolio assessment is seen as more effective because it can show progress for which standardized testing may not be sensitive and it allows for a more individualized assessment of a student's progress. Operationally, portfolio assessment will be achieved by collecting samples of the student's work at various points throughout the year as selected by both the student and teacher and comparing that against a set of standards to be developed by all the student's teachers. Such standards would be then used to evaluate the portfolio to determine if and to what degree of mastery the student has achieved.

B. Remediation

One of the great strengths of the proposed Boston University Charter School is the utilization of veterans and others from the industrial side of the defense downsizing to work with the youth participants as mentors, tutors, and teacher's aides. These staff will have knowledge and experience in a variety of academic areas and will participate in training to provide the skills necessary to work effectively with this youth population. They will be available to students after school and during the evening to provide tutoring, study skills, and homework assistance, and to provide personal advice and support. By utilizing this individually tailored educational and life skills approach, the student's academic weaknesses will be identified, assessed, and addressed on a daily basis.

12. School Evaluation

A. Methods of Evaluation

The Boston University Charter School represents an intensive educational intervention in the lives of the students who choose to participate. Because of this, the school expects to produce a very high percentage of students who persist in school until graduation and expects that graduates will be capable of and successful at making the transition to positive new communities after

graduation.

The criteria to determine if the Boston University Charter School is meeting its mission and objectives will include: student achievement, defined as demonstrated competence in basic academic skill areas and demonstrated competence in a student determined interest area; comparison of attendance rates in this program with those of other schools; composite improvement on standardized testing and other measures of student performance; the rate at which students are retained in the program and continue through the program until graduation; and the rate at which graduates of the program persist in jobs or higher education, measured longitudinally.

In order for the program to be successful, it is expected that most graduates leave the Boston University Charter School community with the necessary skills, knowledge, and sense of self worth to be able and ready to work or pursue higher education. As previously stated, the Boston University Charter School will provide the necessary transitional support to our graduates to ensure access to work opportunities and higher education. Our effort will not meet the stated goals if students do not gain employment, continue in higher education, and maintain their commitment to contributing positively to the community.

To ensure that the school is continuing to reach its stated mission and objectives, members of the Boston University Charter School Advisory Board will provide an assessment on an annual basis. In assessing the school, Advisory Board members will perform site visits to meet with a sample of students individually and in groups, talk to teachers and mentors, and observe in classrooms, labs, and experiential settings. This assessment will provide the administration of the school with an independent and objective assessment of the progress of the school and provide an opportunity to identify problems and solutions that might otherwise be unnoticed.

B. Ensuring Communication

The students served by the Boston University Charter School will have parents, guardians, or case workers with a diverse range of interest in the student's educational and personal development.. Therefore, communication about student progress will require a multi-faceted approach. The Boston University Charter School will:

- provide for ongoing communication between the parent or guardian of record and the teacher and mentor staff, to include quarterly reports, informal discussion, and small group support meetings.

- ensure that case workers within DSS and DYS (if applicable) are regularly notified of the student's progress in the school.
- require formal and informal communication between the teachers at the school and the mentors and counselors serving *in loco parentis*.

Educational plans for students should reflect the input and feedback from the residential staff. It is these individuals who will seek to ensure that homework and other class assignments are carried out, and provide tutoring and other personal support. It is imperative that faculty are aware of issues in a student's life outside of the classroom. Conversely, mentors must be aware of issues originating inside the classroom or from their academic performance. While the role differentiation between teachers and mentors will be clear, the ideal is that teachers, mentors, students, and parents (when possible) work as equal partners to provide a coherent educational plan for each student.

These communication goals can be achieved in a number of ways: mentors participate in class sessions; teachers participate in residential activities; students meet together with teachers and mentors in required weekly meeting to discuss personal and community issues; and a community newsletter in which all members of the community are welcome to contribute.

13. Human Resource Information

A. Faculty and Staff Selection

The Boston University Charter School seeks to provide a faculty mix that draws from the ranks of traditionally trained teachers, former military personnel with teaching and training experience, and skilled workers (e.g. engineers, accountants, managers) in career transition due to defense industrial contraction, all of whom can bring expert level subject matter experience to the school's educational program. In order to attract qualified applicants for teaching positions, information about teaching positions available at the Boston University Charter School will be distributed through traditional teacher recruitment sources and through liaisons established with the military service branches, organizations that provide retraining opportunities for former military personnel (e.g. Troops to Teachers program), and through liaisons established with local corporations experiencing layoffs due to the loss of defense contracts (e.g. GE, Raytheon, Digital).

The Boston University Charter School management team will be seeking a principal with a strong commitment to the vision articulated in this proposal and the entrepreneurial strength to make this vision a reality. The principal will be

responsible for the selection of faculty and support staff for the school.

The Boston University Charter School is seeking a new kind of teacher and does not intend to start a program with a traditional teaching corps. This does not mean that teachers will be hired who do not know how to teach. To the contrary, the Boston University Charter School will seek individuals from the sources described above who have a strong commitment to teaching youth, particularly young people are alienated from education. The specific criteria for selection include: a commitment to the vision of the Boston University Charter School; a commitment to teach at-risk youth; demonstrated leadership experience and innovation in previous professional assignments; demonstrated ability to teach and motivate students; a commitment to educational excellence; and a willingness to take risks. Candidates should be certified or certifiable, either through the traditional teacher certification process, or through the alternative certification process. However, professionals who are not certified but who are able to otherwise demonstrate subject matter competence and the ability to teach and lead effectively will still be considered for selection.

The First in Peace program will also be seeking a residence program director to work closely with the school operation. Like the principal, this individual should have a strong commitment to the vision of the First in Peace program, and the necessary management skills to make this matter a reality. The residence program manager will be responsible for the selection of staff for the that aspect of the program.

The criteria for staff selection for the residential component will correspond closely to that for the faculty selection process. However, these individuals need not be certified or eligible for certification.

The Boston University Charter School anticipates opening its doors with a faculty of twenty and an administrative and support staff of five. The residential component will hire eighteen mentors and have an administrative staff of three.

B. Faculty and Staff Evaluation

In keeping with the effort to develop a culture of community, evaluation of teaching and administrative staff will be a community effort. The effort occurs in the context that objective standards for evaluation do exist and that the measure of the school's success and therefore, an individual teacher's success, is the progress that their students make towards targeted educational outcomes.

At the Boston University Charter School, students, faculty, mentors, and staff will all be involved in the evaluation process. While formal evaluation will

occur semi-annually, in reality, there will be continual evaluation of the effectiveness of teachers and staff. Students, particularly at upper levels will be provided the opportunity to communicate with teachers at the weekly required team meeting. This affords the opportunity for positive exchange and challenge between teachers and students. In addition, a peer review process will be set up. Faculty and administrators will be encouraged to sit in on and participate in each other's classes to provide ideas and feedback. The principal remains ultimately accountable for whether the school is achieving its goals and will take into account the evaluation of peers, mentors, and students in evaluating staff members effectiveness in helping the school reach its goals.

C. Staff Development

The Boston University Charter School 's affiliation with Boston University provides a great opportunity to develop a comprehensive training program that will be available to all teachers and mentors. The primary focus of this program would be the acquisition and development of literacy and study skills in youth. Courses in this area are currently available through the University. The training program should also focus on the special skills necessary to work with this population. Additional topical areas could include fostering self-esteem, job skills, anti-violence, and health promotion.

Faculty members from Boston University will also be available to the Charter School faculty as a resource and advisor. This could also include support in the classroom, such as guest lecture for students on an academic topic or a presentation on what opportunities are available in a specific discipline.

D. Other Employee Information

A competitive compensation and benefit package will be developed for employees of the Boston University Charter School. Among the benefits would be vacation and sick time, health and dental insurance plans, life-insurance, disability, and accident insurance. As the staff are considered to be public employees by statute, they are eligible for retirement benefits through the state teacher retirement system.

14. School Governance

A. School Management

The culture of the community to be established at the Boston University

Charter School will encourage innovation and inclusion by providing active participation in the design and ongoing management of the school by school administration, teachers, students, and other members of the communities the school will serve. This will be a community in which every member will be expected to play a contributing role. In particular, teachers and students will have a very active role, including responsibility for the design and implementation of the curriculum, and in establishing the "culture" of the school. The role of the administration is to ensure that broad goals are achieved and that the climate set up enables the spirit of innovation and entrepreneurship that is sought. The goals of the school include the development of responsibility, autonomy, and self-esteem. Providing an active role for students to contribute along with their teachers and mentors, helps attain these goals.

This application does not intend to prescribe the actual management structure to evolve. The structure will develop based upon the what works for the actual community. However, a broad outline of internal management will include:

- Active oversight by the Board of Trustees
- A principal accountable for ensuring the development and implementation of the educational program of the school, supervision of all staff, and for all business functions. The principal will report to the Board of Trustees at least once a month.
- An assistant principal chosen from among the teaching staff will be designated
- An Advisory Board comprised of leaders in education, social services and business as well as parents, graduates, and representatives of the communities served by the school. It will have standing committees as follows: fundraising and development, personnel, curriculum, and publicity.

B. Board of Trustees and Advisory Board

At the time of application, a Board of Trustees has formed and incorporated as The Boston University Charter School, Incorporated. Members of the Board of Trustees are listed as Appendix D. An Advisory Board has also formed and is listed in section 7 of this application.

Upon the issuance of a charter, the both the Board of Trustees and the Advisory Board will expand to represent more broadly the constituents served by and serving in the Boston University Charter School. A process for adding

members to these boards will be provided in the organizational by-laws.

C. Roles and Responsibilities of the Board of Trustees

The Board will have fiscal and legal responsibility for the school. This includes making contracts, incurring debt as necessary, raising funds, and acquiring facilities and property. The Board is accountable for the oversight of the Advisory Board and the school management.

D. Parental and Student Involvement in Governance

As noted earlier, many of the students attending the Boston University Charter School will not have a traditional family structure. Despite this, there will be provision within the Boston University Charter School Advisory Board for the participation of parents or guardians of current students. Should there be sufficient interest, a parent advisory group will be formed as well.

The role of the students in governance and school management was described in section A. There will be provision within the Boston University Charter School Advisory Board for the participation of students and for graduates of the school. Alumni representatives can provide a unique perspective because of their previous role of students and current role as members of the community. There will also be alumni representation on the Board of Trustees.

E. Community Involvement

There are multiple constituencies that have an interest in the Boston University Charter School. These include the population of youth to be served in the program from around the Commonwealth, the human services professionals responsible for the youth, parents, teachers, communities that surround Fort Devens, the military, veterans organizations, and defense industries. The founders seek to include the contributions and ideas of members of these communities in the development of our unique program. Opportunities for such involvement will include formal roles, such as participation on the Advisory Board, and informal roles, such as a member of the community who visits the school to speak about employment opportunities in a particular field. In keeping with the interest to use volunteerism as a teaching method, the Boston University Charter School will provide volunteer opportunities to

individuals from the greater community.

The Boston University Charter School believes its program will serve as both a regional and national model for innovative service and education for young people without a supportive home or family structures. For this reason, the school will welcome and depend upon community involvement, support, and participation in our programs from any party interested in this approach. The founders are very confident that this approach will work well, but do not posit to have all the answers. Individuals, groups, and organizations with interest and ideas will find a welcoming attitude.

15. Building Options

As mentioned previously in this application, the Boston University Charter School has entered into the process to obtain facilities at Fort Devens. The case for the suitability of a site there has been documented. Facilities at this site have been used previously by Boston University's First in Peace program.

At this time, it is difficult to project financing as expenses depends upon the condition of the facilities to be actually used and the steps that will be necessary in order to bring the facilities up to Code. The Boston University Charter School is actively investigating programs through the federal government by which surplus federal property may be conveyed to educational institutions at substantial public benefit allowance discounts. Such programs are administered by the Department of Education and by the Department of Health and Human Services. The Boston University Charter School meets the criteria for such discounts and should appropriate properties be deemed surplus, they would be available for greatly reduced costs.

Appendix A
Request for Facilities
at Fort Devens



February 8, 1994

Brett M. Doney
Director
Ft. Devens Reuse Center
Bldg. P-12, Buena Vista St.
P.O. Box 2160
Fort Devens, MA 01433

Dear Mr. Doney:

I am writing to follow up on our earlier discussions concerning Boston University's First in Peace program's application for a Charter School through the Executive Office of Education. The purpose of this letter is to advise you of Boston University's interest in establishing our Charter School at Fort Devens and to begin the process of gaining access to space and facilities at Devens that may become available as the United States Army continues to decrease its presence.

Should Boston University be granted a charter to establish a Charter School, the target date to open the doors of this new school would be September, 1995. Briefly, our plans call for a residential school for up to 180 youth, male and female, in grades seven through twelve. In keeping with the focus of the First in Peace program, the target population of the school will be youth who are wards of the state and those who are homeless, although the school will be open to any qualified individual. It is important to stress that we seek to provide opportunities to youth who have demonstrated potential for academic and vocational success.

In order to initiate this program, the following describes the best estimate of our space and facilities requirements at the present time.

- Residential accommodations for 180 youth (90 males and 90 females) plus live-in accommodations for up to 20 individuals who will serve as mentors, counselors, and supervisors to the youth.
- 6,000 square feet of classroom space (6 classrooms)
- 1,000 square feet for a school library
- 1,000 square feet for a computer/educational media lab



First in Peace, 775 Commonwealth Avenue, Suite 324, Boston, Massachusetts 02215

PHONE: 617/353-4126 FAX: 617/353-4225

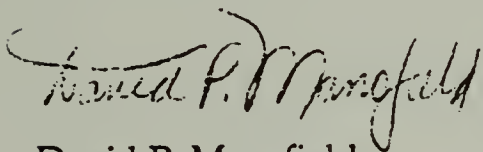
Brett M. Doney
February 8, 1994
page two

- 1,200 square feet of office space for administrative purposes
- 750 square feet of office space for school nurse and special needs services
- 300 square feet for a conference room
- A gymnasium with locker and shower facilities for men and women or access to such a facility; an outdoor recreation area, or access to such facilities
- Existing furnishings if they were or could be made available

In addition to these facilities, there may be an interest in securing some of the enlisted and officer housing to make available to teaching and administrative staff and their families.

Please let me know if you need any other information regarding this outline of our potential requirements. I will keep you posted on our progress with this effort and advise you of any changes in these requirements.

Sincerely yours,

A handwritten signature in cursive script, reading "David P. Mansfield".

David P. Mansfield
Assistant Dean of Students

Appendix B
Letters of Support



The Commonwealth of Massachusetts

Executive Office of Public Safety

One Ashburton Place

Boston, Massachusetts 02108

William F. Weld
Governor

Thomas C. Rapone
Secretary

(617) 727-7775

March 22, 1993

Mr. W. Norman Johnson
Rear Admiral, United States Navy
c/o First in Peace
775 Commonwealth Avenue, Suite 324
Boston, MA 02215

Dear Mr. Johnson:

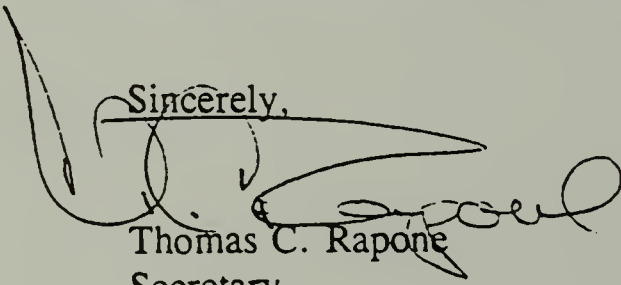
I write to offer my strong support for your program, "First in Peace", and to express my wholehearted appreciation for your initiative in the area of reducing violence amongst our inner city youths.

The voluntary nature of this program ensures that each youth involved truly has a desire to remove him or herself from an environment which they feel could be detrimental to their potential for success. By placing youths, from the ages of twelve through eighteen, who are either homeless or in unsatisfactory foster situations, under the direct supervision of retired members of the military, it offers them a wealth of knowledge and experience. This program utilizes valuable resources which are otherwise in danger of being lost.

As Secretary of Public Safety for the Commonwealth of Massachusetts, I fully appreciate efforts to remove willing, talented youngsters from situations that are detrimental to achieving their potential. I see First in Peace as a viable step towards achieving goals which all too often are only spoken about - providing a chance for our youth to remove themselves from unsatisfactory circumstances, work in conjunction with valued members of society and realign themselves onto the path to success and fulfillment.

Please accept this letter as my endorsement of this program and my sincere wish for its success.

Sincerely,


Thomas C. Rapone
Secretary



March 3, 1993

City of Boston
Raymond L. Flynn, Mayor
Veterans' Services Department
20 Church Street
Boston, Massachusetts 02116
(617) 725-3026

Thomas B. Materazzo
Commissioner

W. Norman Johnson
Rear Admiral, USN (retired)
Vice President and Dean of Students
Boston University
775 Commonwealth Avenue Suite 324
Boston, Ma. 02215

Dear Dean Johnson,

This is being written as an instrument of strong support for your "First in Peace" program proposal.

These times of uncertainty with regard to unemployment, education, or the lack of it, the matter of fact acceptance of violence in many of our urban areas plus the emergence of a sub culture, which is probably the product of these stated problems, call for a measure of creativity to address these issues.

Your proposal, to utilize the veterans who could be available due to a down sizing of the military, by becoming involved in what is essentially a partnership for positive action, in my view is a plan which should be implemented as soon as practically possible.

Some of our finest young men and women, committed to national service, by virtue of their chosen field, and of proven high caliber, would be able to interact with those in their formative years desparately in need of proper guidance.

Housing officials with whom I have spoken not only exhibit enthusiastic support for the idea but eagerly look forward to its inauguration. Military officers have expressed satisfaction that an ideal use of former servicepeople would be realized.

The entire concept just reeks of sound logic, which, it is hoped would be one of the most convincing factors for its acceptance.

Please be assured of continued support.

Sincerely,

Thomas B. Materazzo
Commissioner

TBM/mt

United States Senate

WASHINGTON, DC 20510-2102

One Bowdoin Square
Tenth Floor
Boston, MA 02114
April 30, 1993

Norm Johnson
Dean of Students
Boston University
775 Commonwealth Avenue
Boston, MA 02215

Dear Dean Johnson:

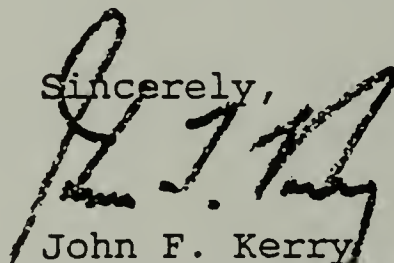
I am writing in support of "First in Peace," your proposal to set up a prototype residential program at Fort Devens, Massachusetts.

"First in Peace" offers an innovative approach to working with inner-city youths. The project at Fort Devens would allow United States military veterans to act as mentors to inner-city youths who are homeless or wards of the state.

The benefits of such a program would be manifold. Not only would these at-risk young people have a place to live and be involved in an educational program, it would also utilize the skills, talents, and discipline of our veterans in a very positive way. This combination of education and discipline would help to give these at-risk young people a fighting chance to break the cycle of crime, violence, and poverty which is so predominant in urban America.

As citizens and leaders of this nation, we must realize that our future lies in the hands and minds of our youth, and give them every opportunity to learn and succeed. "First in Peace" has these same goals, and, I believe, would make a tremendous impact on the young people involved. I support this program and am eager to see its inception.

Sincerely,



John F. Kerry
United States Senator

EDWARD M. KENNEDY, MASSACHUSETTS, CHAIRMAN

CLAIBORNE PELL, RHODE ISLAND
HOWARD M. METZENBAUM, OHIO
CHRISTOPHER J. DODD, CONNECTICUT
PAUL SIMON, ILLINOIS
TOM HARKIN, IOWA
BARBARA A. MIKULSKI, MARYLAND
JEFF BINGAMAN, NEW MEXICO
PAUL D. WELLSTONE, MINNESOTA
HARRIS WOFFORD, PENNSYLVANIA

NANCY LONDON KASSEBAUM, KANSAS
JAMES M. JEFFORDS, VERMONT
DAN COATS, INDIANA
JUDD GREGG, NEW HAMPSHIRE
STROM THURMOND, SOUTH CAROLINA
ORRIN G. HATCH, UTAH
DAVE DURENBERGER, MINNESOTA

NICK LITTLEFIELD, STAFF DIRECTOR AND CHIEF COUNSEL
SUSAN K. HATTAN, MINORITY STAFF DIRECTOR

United States Senate

COMMITTEE ON LABOR AND
HUMAN RESOURCES

WASHINGTON, DC 20510-6300

August 17, 1993

W. Norman Johnson
Rear Admiral, US Navy (retired)
Vice President and Dean of Students
Boston University
775 Commonwealth Avenue
Boston, MA 02215

Dear Admiral Johnson:

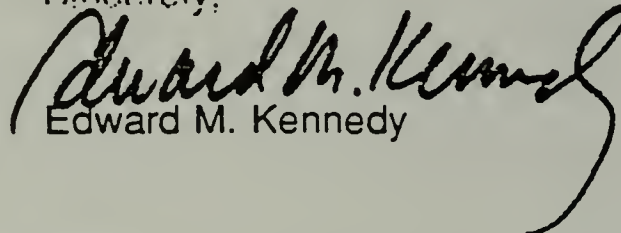
Thank you for your recent update on Boston University's "First in Peace" program. I share your interest in this important program, and I regret that my hectic legislative schedule has delayed my response.

As a strong supporter of community service, I look forward to hearing updates on the program as you track its participants in the coming months and years. I hope that "First in Peace" will be a model for other programs nation-wide. This is especially important at a time when we are trying to establish a National Service program across the country, which I trust will gain final approval by Congress this fall.

I am confident that the integrated approach of involving the participants in Boston University's community outreach programs upon completion of the summer program will prove to be effective. And "First in Peace" will help give a needed boost to the entire Fort Devens community generally, and the participants more specifically.

Again, thank you for writing to me about the program, and I look forward to hearing from you again when more information is available.

Sincerely,


Edward M. Kennedy



THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF HEALTH AND HUMAN SERVICES
OFFICE OF VETERANS' SERVICES

100 CAMBRIDGE STREET.

ROOM 1002

BOSTON, MA 02202

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SECRETARY

THOMAS J. HUDNER, JR.
COMMISSIONER

TEL: (617) 727-3578
FAX: (617) 727-5903

March 19, 1993

Rear Admiral W. Norman Johnson, USN (Ret.)
First in Peace
775 Commonwealth Avenue, Suite 324
Boston, MA 02215

Dear Norm,

Having seen how your concept for First in Peace has developed from only an idea less than a year ago to a plan that has captured the imagination of leaders of all segments of our society, up to the White House level, it would be an honor and a pleasure to serve with you as a member of the planning and advisory group.

As we have discussed, having the prototype at Fort Devens would be an ideal site for a number of reasons: It has almost all the facilities you will need already in place; there is probably a relatively large population of former military personnel living close by; it is easily accessible to future students, as well as to instructor/mentors; the surrounding community has been accustomed to the presence of the military for generations and for social reasons, as well as economic, would be delighted to have such a program established there to replace their former Army neighbors; and for you and your colleagues at Boston University and other New England supporters, you can be deeply involved at minimum disruption to all your other responsibilities at BU.

As you know, mine is a time-consuming job, and our agency is planning to expand our responsibilities to the Commonwealth's veterans in the months to come. Nevertheless, I'll be pleased to be personally involved, as well as some of my staff, to ensure that First in Peace will be the success it promises to be.

I am honored to be asked to be part of the team. And as we both know from our many years in the Navy, teamwork in the prosecution of a worthy enterprise like this one is one of the fundamental keys of success.

Bravo!

Sincerely,

Tom

T. J. Hudner Jr.

Boston University

School of Social Work
264 Bay State Road
Boston, Massachusetts 02215
Tel: 617/353-3760
Fax: 617/353-5612



Office of the Dean

March 3, 1993

W. Norman Johnson
Rear Admiral, U.S. Navy (retired)
Vice President and Dean of Students
Boston University
First in Peace
775 Commonwealth Avenue, Suite 324
Boston, MA 02215

Dear Norm:

I am pleased to support your efforts in developing the First in Peace Program. It is a well-timed and creative initiative geared towards the simultaneous solution of two problems, namely the need for mentoring and a more structured environment for inner-city adolescents, and the need to train military personnel to aid their transition to the private sector. In addition, it makes use of military facilities scheduled to be closed down due to military cutbacks.

I would welcome the conversion of Fort Devens into one of the bases used as a prototype for the establishment of a national First in Peace Program. Given the fact that it would keep available facilities functioning, providing jobs for veterans and soon-to-be laid off military personnel, I believe it could only provide a boost to the economy of the area. In addition, it would help to combat the local growth of inner-city violence in Boston by protecting youths from the gangs, drugs and violence prominent in the inner-city, and offering them a more positive base upon which they can build future life choices.

I believe that the First in Peace Program is exactly the type of creative social initiative we need to see more of. I wish you success in your implementation of this program. If I can be of further assistance, please let me know.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Hubert E. Jones', written in a cursive style.

Hubert E. Jones
Dean

HEJ/mkt

Boston University

School of Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Office of the Dean



March 11, 1993

W. Norman Johnson
Vice President and Dean of Students
Boston University
775 Commonwealth Avenue
Boston, MA 02215

Dear Norm:

As you know, much of my work over the past twenty years has been in inner cities, with emphasis on ethics in policing, urban crime, gangs, violence, and drug trafficking and consumption. Those of us who work on the problems of inner cities know that conditions are incredibly grim, that predation on the innocent and helpless is savage and merciless, and that many of the young become creatures of impulse, often despite efforts of mothers, grandmothers, and great grandmothers to bring them up lovingly and well.

There is a clear absence in the lives of many of these children, youths, and adults of the blessings of liberty, domestic tranquillity, and justice revered in the Preamble to the Constitution of the United States—and a conspicuous void of opportunity as well.

Hard-working inner-city parents and grandparents, the clergy, police, school, hospital and social service agency personnel can use all the help they can get. Thus, I am happy to write in support of First in Peace generally—and specifically in support of the establishment at Fort Devens of a prototype residential program.

With best wishes,

Cordially yours,

A handwritten signature in dark ink, appearing to be "Ed".

Edwin J. Delattre
Dean and Olin Scholar
in Applied Ethics

EJD:rmp

American Student Assistance

330 Stuart Street
Boston, Massachusetts
02116-5292

800 999-9080 TEL
617 728-4265 FAX
800 999-0923 TDD

March 23, 1993

W. Norman Johnson
Rear Admiral, USN (retired)
Vice President and Dean of Students
First in Peace
Boston University
775 Commonwealth Avenue Suite 324
Boston, Massachusetts 02215

Dear Dean Johnson,

I have read with great interest your "First in Peace" program proposal and discussed the concept with several of my colleagues.

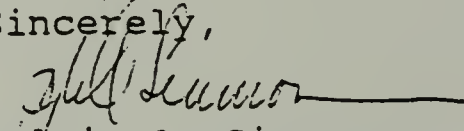
All agree that it is an innovative and exciting program that addresses not only the needs of at risk teenagers, but has the potential of significantly impacting the lives of young adults, the communities in which they reside and society in general.

As an educator, I have seen the enthusiasm of young people towards learning and training quickly diminish as they become adolescents and must deal with the harsh realities of existence as well as the demands placed upon them by their peers to "live for the moment". Your program will provide at risk teens not only a safe environment and fulfillment of basic needs but the opportunity to think about a future beyond high school that includes further education, training or a place in the workforce.

The partnership described in your proposal will ensure the success of the program and the added value is the benefit that will accrue to the partners in return for their involvement.

I support the program. It will become a model for the nation. We cannot afford to ignore or throw away one youngster as we move to the 21st century and realize the human resource demands that will be made on this nation. Your program is important to all of us.

Sincerely,


Sylvia Q. Simmons
Executive Vice President

SQS/dbc



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NATIONAL SERVICE SECRETARIAT

5140 SHERIER PLACE N. W.

WASHINGTON, D.C. 20016

(202) 244-5828

Donald J. Eberly, *Executive Director*

February 26, 1993

Admiral W. Norman Johnson
Vice President and Dean of Students
Boston University
775 Commonwealth Avenue
Boston, MA 02215

Dear Admiral Johnson:

I am delighted to hear that the research effort for First in Peace is yielding such promising results.

It seems to me that First in Peace deserves to be tested and evaluated. The Fort Devens-Boston area should be a good place for testing. It is usually a good idea to experiment first with good ideas in friendly places; if they work, they can then be refined and applied to more difficult situations.

With President Clinton's national service proposal taking shape and other youth initiatives in the works, I think we are on the road to restoring hope to the lives of all young Americans.

I enclose a copy of our latest Newsletter, just off the press.

Sincerely,



Donald J. Eberly

Enclosure

DEMOCRATS

G.V. (SONNY) MONTGOMERY, MISSISSIPPI
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ONE HUNDRED THIRD CONGRESS

G.V. (SONNY) MONTGOMERY
CHAIRMAN

U.S. House of Representatives

COMMITTEE ON VETERANS' AFFAIRS

335 CANNON HOUSE OFFICE BUILDING

Washington, DC 20515

March 12, 1993

REPUBLICANS

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JACK QUINN, NEW YORK
SPENCER BACHUS, ALABAMA
JOHN UNDER, GEORGIA

RADM W. Norman Johnson, USN (Ret.)
First in Peace
775 Commonwealth Avenue, Suite 324
Boston, Massachusetts 02215

Dear Admiral Johnson:

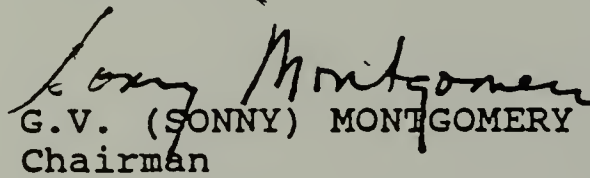
First, I want to thank you for your very eloquent statement before our Subcommittee on Oversight and Investigations in September in regard to the need for improved services to inner-city veterans. But most of all, I want to express my respect and support for your initiative *First in Peace*, which brings young military veterans together with homeless youth in order to better serve both groups.

I am very concerned about the impact of the massive military drawdown now underway. We obviously must increase the national focus on employment, housing, education and attendant concerns of our service personnel as thousands upon thousands are released from active duty. In addition to the human impact of this defense reduction, there is an infrastructure of military facilities for which we must find a purpose. Based on what I have read and been told, *First in Peace* responds to both concerns.

Incentives to inner-city youth to break out of the mold of unmanageability, non-productivity and violence are severely lacking. Your program works to fill this serious void by giving them the companionship, talents, encouragement, discipline and example of this nation's most prominent role models, those who wear the uniform of their country. That is a very intelligent use of a valuable resource. In turn, veterans receive the fulfillment that productivity brings and the opportunity to improve their lives through work-study-training incentives provided by Boston University which will better prepare them for the transition to the civilian job market.

First in Peace is a local initiative with national implications that deserves attention. Our Committee will continue to watch the development of this project with keen interest.

Sincerely,


G.V. (SONNY) MONTGOMERY
Chairman

GVM/jhh



State of Florida

Department of Veterans' Affairs

Division of Administration and Public Information

Earl G. Peck, MGen, USAF(Ret)
Executive Director

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St. Petersburg, Florida 33731-8903
(813) 893-2451

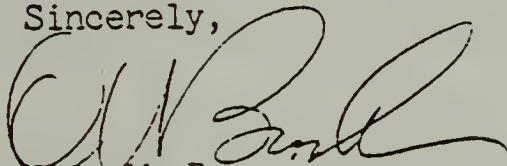
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Secretary of State
Robert A. Butterworth
Attorney General
Gerald Lewis
State Comptroller
Tom Gallagher
State Treasurer
Bob Crawford
Commissioner of Agriculture
Betty Castor
Commissioner of Education

February 9, 1993

Boston University
Office of the Vice President and Dean of Students
775 Commonwealth Avenue, #324
Boston, MA 02215

Please be advised of my support of the "First in Peace" program being spearheaded by Boston University and Admiral W. N. Johnson. I believe the concept has great merit and has the potential to contribute significantly in addressing several of our society's challenges - employment of veterans, tutoring of inner city children with proven role models, and constructive utilization of closed military bases, to name a few.

Sincerely,



Otis M. Brooks
Director

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RECEIVED

U N I V E R S I T Y O F
CONNECTICUT

SCHOOL OF SOCIAL WORK
Greater Hartford Campus

March 16, 1993

W. Norman Johnson
Rear Admiral, USN
Vice President and Dean of Students
775 Commonwealth Avenue
Boston, Massachusetts 02215

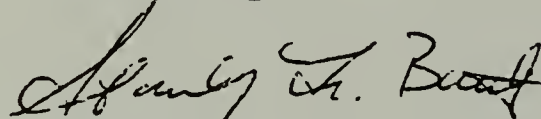
Dear Mr. Johnson:

I would be delighted to work with you on your First in Peace Project. I would like to work on the general program description including mentoring approach, funding rationale, approach to train mentors, and evaluation plan.

I believe my work with young fathers and my curriculums, with the City of Hartford (Boys 11-14 HERO) and Young Fathers National Resource Center for Youth Services (Young Males 14-17) will be helpful.

Look forward to hearing from you, and if you have any questions, please call (203) 241-4728.

Sincerely,



Stanley F. Battle, Ph.D.
Associate Dean for
Research and Development

SFB:jd

Enclosure



Appendix C

National Civilian Community Corps

CORPORATION FOR
NATIONAL
AND
COMMUNITY
SERVICE

NATIONAL CIVILIAN COMMUNITY CORPS
OFFICE OF THE DIRECTOR

December 28, 1993

Rear Admiral(Ret) Norman Johnson
Dean of Students
Boston University
775 Commonwealth Avenue
Boston, Mass

Dear Admiral Johnson:

It was a most enjoyable and productive meeting we shared with you and your staff on December 16, 1993. Our brief meeting also confirmed my intuition that a partnership between Boston University and the National Civilian Community Corps might be productive and useful for a diverse group of youths, 14-17 years of age.

We would like you to consider conducting a summer program for 200 youths, 14-17 years of age, boys and girls, with fifty per cent from economically disadvantaged backgrounds. This would be a racially diverse group from the Northeastern United States, housed at Ft. Devens, Mass. for approximately two months.

We would collaborate on developing a three week curriculum followed by a five week community service period in which corps members conduct community projects in surrounding communities near Ft. Devens. We would also need assurance regarding the selection and training of cadre, as we feel this is key to a successful summer program.

Please provide us your thoughts or a proposal that provides cost estimates and supporting programs elements. For further details and considerations of this effort, please contact Fred Peters, Deputy Director for Training and Curriculum Development at (202) 606-5000 ext. 102 or facsimile (202) 606-5271.

I look forward to working with you and creating a partnership that revolutionizes education and community service for youths in America.

Yours in service,


Donald L. Scott
Director

DLS:vj

Appendix D

Boston University Charter School, Incorporated

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